

Indiana's Response to Intervention Academy

Differentiated Instruction and RTI

Go Hand in Hand

Springfield School

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January 28, 2009



Supported by a grant through the Indiana Department of Education and offered through the Collaborative Problem Solving Project at the Blumberg Center at Indiana State University

Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

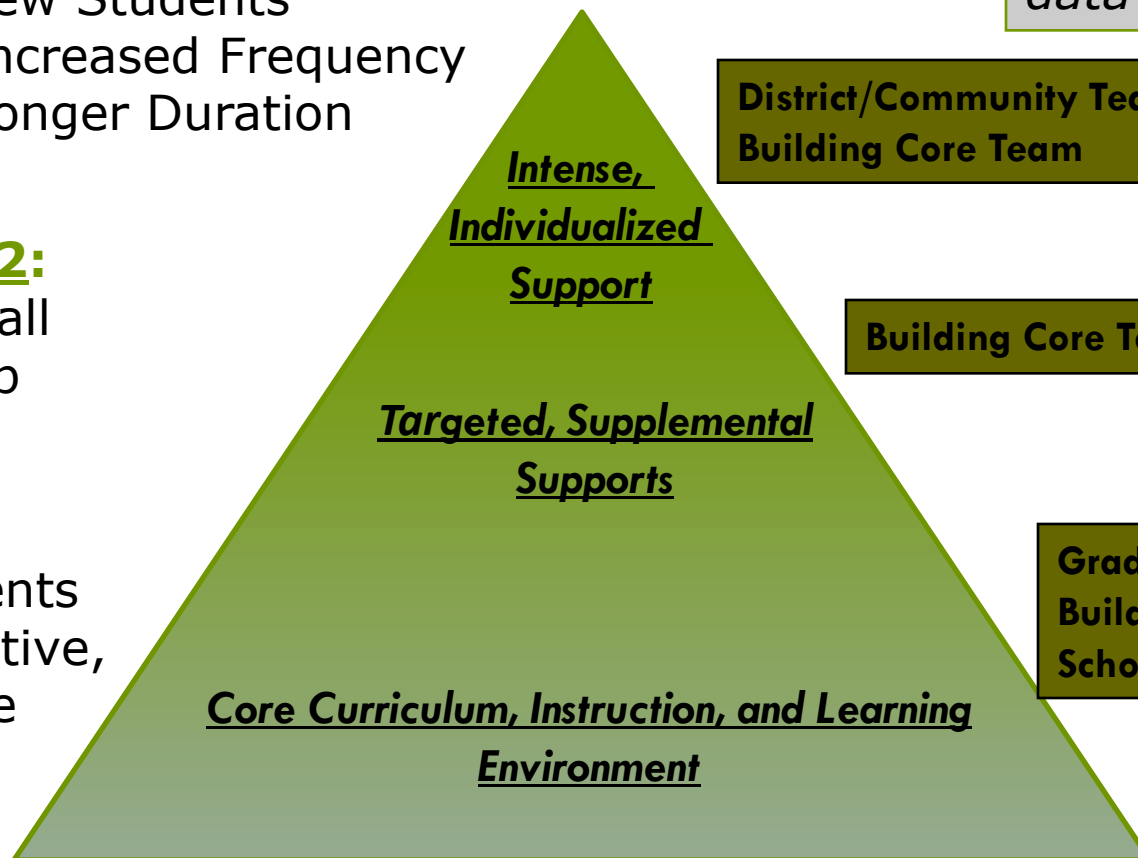
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

Preview: Connecting My Presentation to Indiana's Vision of RTI

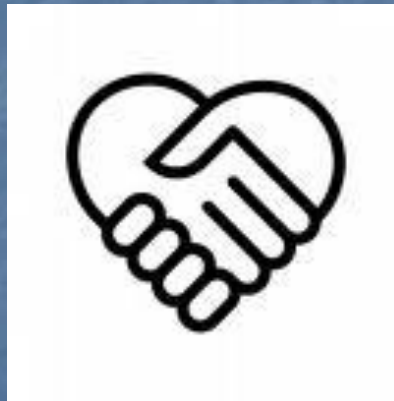
- ❑ What is Differentiated Instruction and how does it go hand in hand with RTI?
- ❑ Putting it into practice with...
 - ◆ RAFTs
 - ⊙ Anchor Activities
 - ◆ Think Tac Toes
 - Entry/Exit Cards

What is Differentiated Instruction?

"Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get at' and express learning."

Carol Ann Tomlinson

How does DI and RTI Go Hand in Hand?



Both RTI and DI involve doing what is most appropriate for each student based on the following things:



1. pre-assessment results
2. readiness
3. learning style preferences
4. and other factors that impact learning.



Key Principles of a Differentiated Classroom

- The teacher is clear about what matters in subject matter.
- The teacher understands, appreciates, and builds upon student differences.
- Assessment and instruction are inseparable.
- The teacher adjusts content, process, and product in response to student readiness, interests, and learning profile.
- All students participate in respectful work.
- Students and teachers are collaborators in learning.
- Goals of a differentiated classroom are maximum growth and individual success.
- Flexibility is the hallmark of a differentiated classroom.

Source: Tomlinson, C. (2000). *Differentiating Instruction for Academic Diversity*. San Antonio, TX: ASCD

Differentiation of Instruction

Is a teacher's response to learner's needs
guided by general principles of differentiation

Respectful tasks

Flexible grouping

Continual assessment

Teachers Can Differentiate Through:

Content

Process

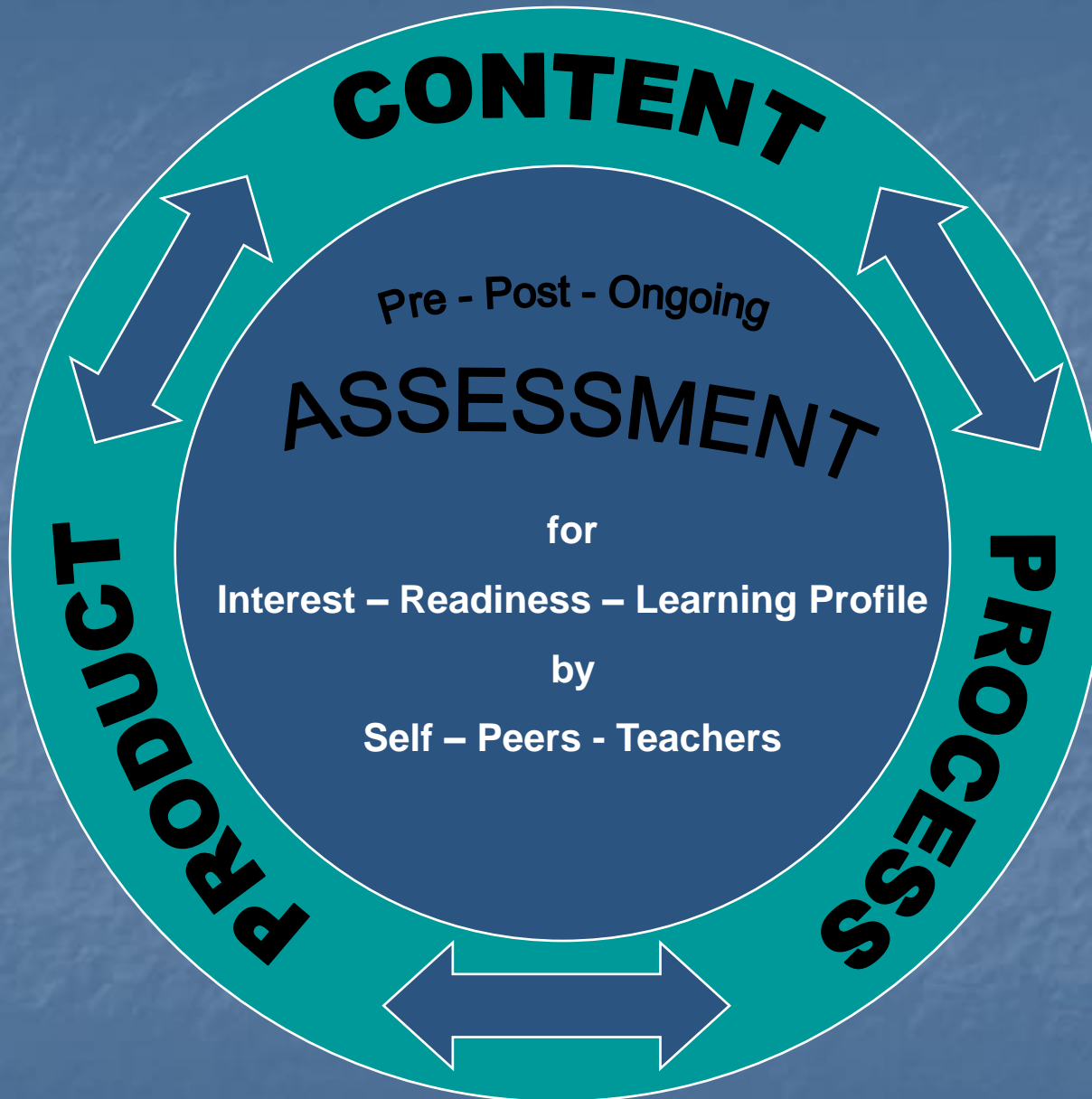
Product

According to Students'

Readiness

Interest

Learning Profile



Best Practices for Standards-based Instruction

Within these recommendations, growth does not necessarily mean moving from one practice to another, discarding a previous instructional approach and replacing it forever. Instead, teachers add new, effective alternatives to a widening repertoire of choices, allowing them to alternate among a richer array of activities, creating a richer and more complex balance of instruction.

Putting it into practice with...

RAFTs



RAFT



RAFT is an acronym that stands for

Role of the student. What is the student's role: reporter, observer, eyewitness, object?

Audience. Who will be addressed by this raft: the teacher, other students, a parent, people in the community, an editor, another object?

Format. What is the best way to present this information: in a letter, an article, a report, a poem, a monologue, a picture, a song?

Topic. Who or what is the subject of this writing: a famous mathematician, a prehistoric cave dweller, a reaction to a specific event?

RAFT Activities

	Role	Audience	Format	Topic
Language Arts & Literature	Semicolon	Middle Schoolers	Diary entry	I Wish You Really Understood Where I Belong
	N.Y.Times	public	Op Ed piece	How our Language Defines Who We Are
	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
Science	Rain Drop	Future Droplets	Advice Column	The Beauty of Cycles
	Lung	Owner	Owner's Guide	To Maximize Product Life
	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
History	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page Newspaper Ad	If I Could Talk to You Now
Math	Fractions	Whole Numbers	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of Directions	How to Get to Know Me

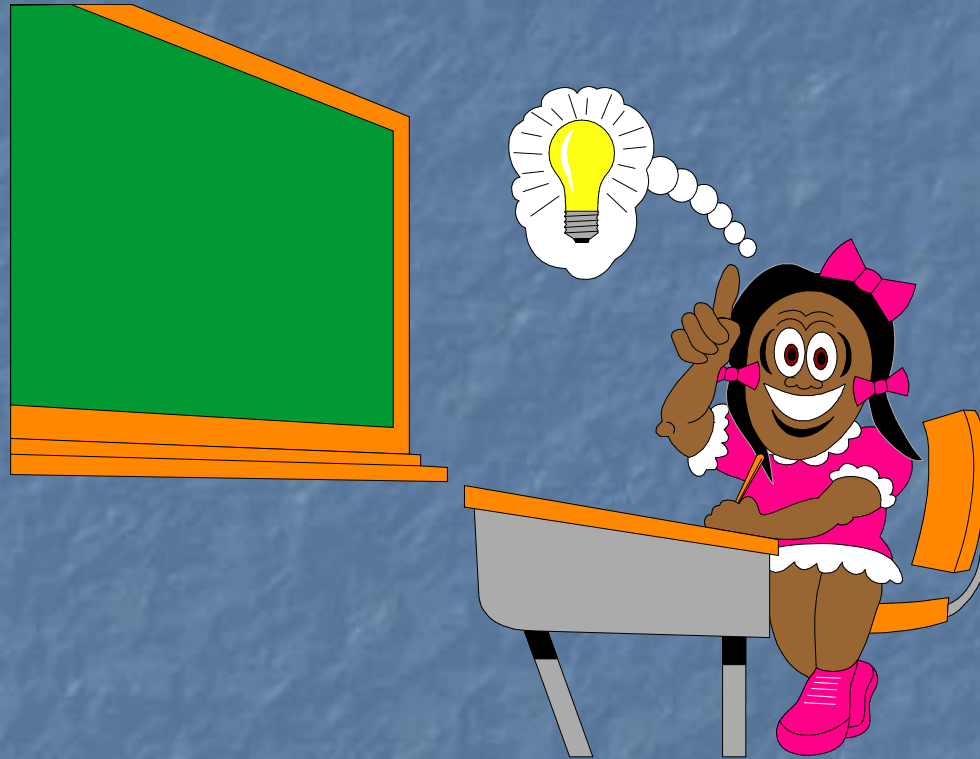
Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who?
 Billmeyer and Martin, 1998

Putting it into practice with...

Anchor Activities



RAPID ROBIN

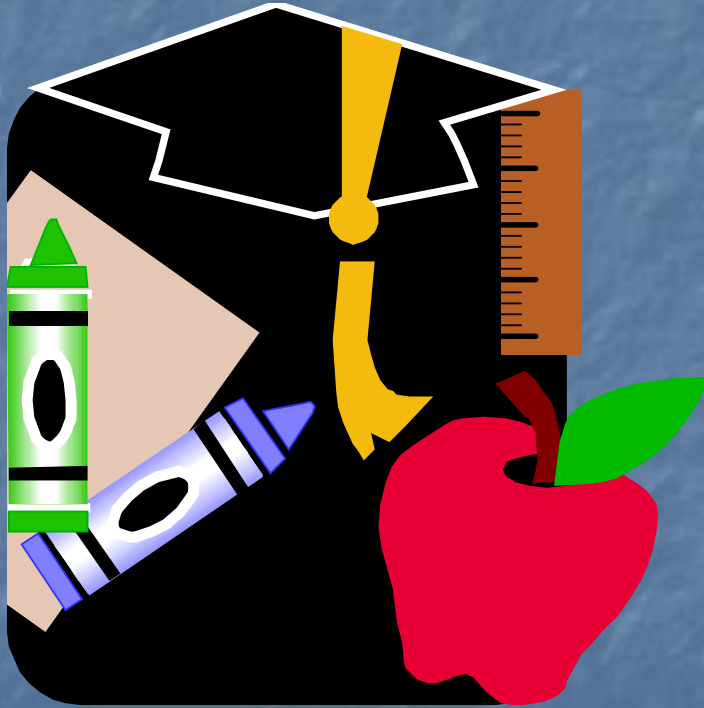


The "Dreaded Early Finisher"

One premise in a differentiated classroom:

***"In this class
we are never
finished---***

*Learning is a
process that
never ends."*



"I'm Not Finished"

Freddie



**"It takes him
an hour-and-a-half
to watch 60 Minutes."**

Anchor Activities

- ↑ **Anchor activities are ongoing assignments that students can work on independently throughout a unit, a grading period or longer.**



Some Anchor Activities

- ↓ Recording Your Reading
- ↓ Word Sorting
- ↓ Choice Writing
- ↓ Learning/Interest Centers
- ↓ Vocabulary Work
- ↓ Content Related Skills
- ↓ Investigations
- ↓ Silent Reading
- ↓ Magazine Articles with Generic Questions or Activities
- ↓ Listening Stations
- ↓ Research Questions or Projects
- ↓ Everyday Math Games
- ↓ Journals or Learning Logs



The Purpose of an Anchor Activity is to:

Provide meaningful work for students when they finish an assignment or project, when they first enter the class or when they are “stumped”.

Provide ongoing tasks that tie to the content and instruction.

Free up the classroom teacher to work with other groups of students or individuals.



Using Anchor Activities to Create Groups

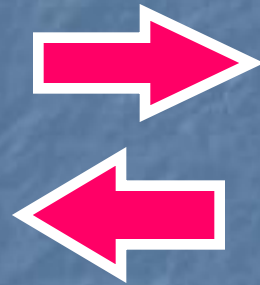
1

Teach the whole class to work independently and quietly on the anchor activity.

2

Half the class works on anchor activity.

Flip-Flop



Other half works on a different activity.

3

1/3 works on anchor activity.

1/3 works on a different activity.

1/3 works with teacher---direct instruction.

ANCHOR ACTIVITIES

Can be:

used in any subject

whole class assignments

small group or individual assignments

tiered to meet the needs of different
readiness levels

Interdisciplinary for use across content
areas or teams



ANCHOR ACTIVITIES

Work best:

- ↓ when **expectations are clear and the tasks are taught and practiced** prior to use.
- ↓ when **students are held accountable for on task behavior and/or task completion.**



Planning for Anchor Activities

Subject/Content Area:

Name and description of anchor activity:



How will activity be introduced to students?

How will the activity be managed and monitored?

- Points
- Rubric
- Checklist
- Random Check
- On Task Behaviors
- Peer review
- Other_____

Putting it into practice with...

Think Tac Toe



Think Tac Toes



- Think Tac Toe is an assessment/activity and can be used with all grades and with all subject areas.
- Students simply choose three activities going across, going down or going diagonally.
- This gives students choices and gives teachers some control of the activities that the students choose.
- In this format you can be sure that any set of choices will include a variety of types of activities.
- You can also make sure that no matter which configuration students choose, they will be completing activities that address the standards.

Think Tac Toes



- Think Tac Toes encourage and teach independent learning.
- The idea is for students to work in groups or individually to choose three projects to show understanding.
- The top line activities should be simple, the middle line boxes should be a bit more difficult and the bottom line projects would take several days to complete.
- Students can select any of the three columns, they could choose either vertical, horizontal or diagonal columns. (which would include one project from each level.
- These activities can be categorized in various ways; Bloom's Taxonomy, subject area or Multiple Intelligence.

Putting it into practice with...

Entry/Exit Cards



Entry/Exit Slips are used to make sure that students...

1. **K**now
2. **U**nderstand
3. **D**o (are able to do)

Entry/Exit Slips can be used...

Before...

...During...

...After

a lesson or unit of study is
taught

Examples of Entry Slip Questions

- Write one (or more) things that you already know about ____ . (Useful to begin a unit or lesson)
- Write one question that you still have about the activity that we did yesterday.
- Write an explanation of the process you used to solve one problem you did for homework last night.

Examples of Exit Slip Questions

- One thing I learned today is....
- One thing I am not sure about today's lesson is....
- I can use this knowledge or process again when I....

Food for thought...

- "Fairness is not everyone getting the same thing. Fairness is everyone getting what they need."
- "There Is Nothing So Unequal As The Treatment Of Unequals" (Thomas Jefferson)

A special thanks to our mentor...



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Take Home: Connecting My Presentation to Indiana's Vision of RTI

RTI and DI go hand in hand...

- ❑ Evidence-based core curriculum, instruction, and interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making process

